Autumn 2022-2023 Year 4

|  | 5 Sept | 12 Sept | 19 Sept 2 | 26 Sept | 3 Oct | 10 Oct | 17 Oct | $24 \text { Oct }$ <br> Half term | 31 Oct | 7 Nov | 14 Nov | 21 Nov | 28 Nov | 5 Dec | 12 Dec | 19 Dec |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Key Texts Class readers | What I didn't do this summer | Tiger Tiger (Lynne Reid Banks) Peanut Jones (Rob Biddulph) |  |  |  |  | Half Term | Half Term | Tiger Tiger (Lynne Reid Banks) |  | Tiger Tiger (Lynne Reid Banks) <br> Escape from Pompeii (Christina Balit) |  |  | A Christmas Carol - Charles Dickins <br> Unexpected guest - John Lewis Christmas Advert - Multi Media |  |  |
| Reading focus | Fluency | Comprehensi on / <br> inference, <br> fluency, <br> vocabulary, <br> linked non- <br> fiction | Comprehensi on / <br> inference, <br> fluency, <br> vocabulary, <br> linked poetry | Comprehe nsion / inference, fluency, vocabular y, linked non-fiction | $\begin{aligned} & \text { Comprehensi } \\ & \text { on/ / } \\ & \text { inference, } \\ & \text { fluency, } \\ & \text { vocabulary, } \\ & \text { linked non- } \\ & \text { fiction } \end{aligned}$ | Comprehensi on / <br> inference, <br> fluency, <br> vocabulary, <br> linked non- <br> fiction, <br> Summary, <br> expressing <br> preferences |  |  | Comprehensio <br> n / inference, fluency, vocabulary, linked nonfiction | Comprehension <br> / inference, <br> fluency, <br> vocabulary, <br> linked non-fiction | Comprehension <br> / inference, <br> fluency, <br> vocabulary, <br> linked non <br> fiction | Comprehensio <br> n / inference. fluency, <br> vocabulary, <br> linked non- <br> fiction | Comprehensio <br> n / inference <br> fluency, <br> vocabulary, <br> linked non- <br> fiction, <br> Summary, <br> expressing <br> comparing to other known texts | Comprehension / inference, fluency vocabulary, linked non-fiction | Comprehension <br> / inference, <br> fluency <br> vocabulary <br> linked non- <br> fiction | Comprehen sion / <br> inference, fluency, vocabulary, linked non fiction |
| Wider reading/ extracts/ Picture books/ comprehensions | Collection of summer poetry | LinkedNon- <br> fiction - <br> tigers | Tiger poetry <br> Variety of diary extracts | Linked non(topic) Variety of informati on texts on Tigers | Linked nonfiction (topic) <br> Non-chron reports variety of topics | Linked nonfiction (topic) |  |  | Linked nonfiction Roman Britain | Linked non-fictionRomulus and Remus | Linked non-fictionRoman Baths | Linked non-fictionRoman Britain | Linked non-fictionRoman Britain | Linked Nonfiction <br> Variety of play scripts | Linked NonFiction | Linked Non-fiction |
| Writing units | What I did this summ poems | dn't do er | Diary extract | Non-Ch on tige | hronologic s | al report |  |  | Setting de | scription | Newspape eruption o | r article ab <br> Vesuvius | out the | Play Script b Christmas a | ased on th dvert. |  |
| Grammar |  | Expanded noun phrases | adjectives recap <br> Articles - <br> 'the' 'a' or 'an' <br> recap <br> commas <br> in a list <br> recap | Headings paragrap | sub headin hs, technical | s, vocabulary, |  |  | Expanded noun phrases modifying adjectives | Expanded noun phrases adverbs | Conjunction s - when, before, after, while, so, because | Adverbs then, next, soon, therefore | Prepositions - before, after, during, in, because of | Inverted commas for direct speech | Prepositions | Brackets |
| Spellings | 100/200 high frequency words | ```100/200 high frequency words``` | ```100/200 high frequency words``` | Adding Suffixes beginnin with vowel letters to more than 1 syllable <br> forgeting, beginning, beginner preferred | The /I/ sound spelt y elsewhere other than ends of words myth, gym, mystery | The /U/ <br> sound spelt <br> ou <br> young, <br> touch, <br> double, <br> trouble, <br> country |  |  | Prefix <br> Dis- <br> Disappoint, disagree, disobey <br> Mis- <br> Misbehave, mislead, misspell <br> In - inactive, incorrect | $\begin{array}{\|l\|} \hline \text { il- } \\ \text { im- } \\ \text { ir- } \\ \text { re- } \end{array}$ | Sub-Inter-Super-Anti-Auto- | Suffix -ation | $\begin{aligned} & \text { Suffix } \\ & \text {-ly } \end{aligned}$ | Suffix <br> -sure <br> -ture | $\begin{array}{\|l\|} \hline \text {-sion } \\ \text {-ous } \end{array}$ | $\begin{aligned} & \text {-sion } \\ & \text {-ous } \end{aligned}$ |

Teaching/ Planning/ Literacy Yearly Planning map

